

INSUBSTANTIAL ATTEMPT POLICY AT DICKSON COLLEGE FOR STUDENTS

Dickson College is committed to supporting students to develop self-management, self-reflection and ownership of their learning. Assessment tasks provide opportunities for students to demonstrate their understanding of course concepts and skills aligned with the BSSS endorsed curriculum.

Students are expected to complete all assessment tasks demonstrating substantial attempts. The purpose of this guideline is to help students in understanding how insubstantial attempts are determined. Dickson College prioritises communication and support with professional judgement.

Communications

Assessment expectations and the principle of a substantial attempt will be communicated to students at the beginning of a unit.

Communication may include the following:

- What a substantial attempt looks like in the context of the task clarifying task expectations and success criteria.
- The importance of demonstrating understanding of the content being assessed.
- Ways of seeking help when students are unsure how to approach a task.
- Providing scaffolding or checkpoints where appropriate.
- UDL strategies to support different ways students demonstrate understanding.
- The possible outcomes of insubstantial attempts.

Indicators of a substantial attempt

A substantial attempt generally includes evidence that a student has:

- Engaged with the majority of the task requirements.

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- Attempted to demonstrate understanding of the concepts being assessed.
- Submitted work that reflects effort and engagement with the task instructions.

Guidelines

Teachers may refer to numerical indicators in identifying submissions that may require further review. These indicators are used as guidance and will not replace teacher professional judgement.

Due to distinct achievement standards in each framework, each faculty may apply differently to insubstantial attempts, and the following will be considered:

- Accreditation of the unit: T, A or M
- Nature of tasks
- Relevance of response
- Percentage of correct response (demonstration of minimum standard)
- Questions attempted (demonstration of serious attempt)

Where a student submits work that may be considered as an insubstantial attempt, teachers will take a supportive and educative approach.

- Providing feedback about what was missing from the task
- Liaising the student with additional support, Engagement Advisor

Communication and Support

Students, carers and Engagement Advisors will be communicated when a V grade is awarded for an assessment task. If a student appears to be at risk of not meeting school-based assessment requirements in a course:

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- A V grade warning letter will be issued
- Record as Insubstantial in the markbook
- The student will be referred to their EA for additional support

The aim of this process is to support students to remain engaged and successfully complete their courses.

Faculty-specific guideline

Insubstantial Attempt Policy in Maths and IT Faculty

1. Non-serious attempt

An assessment task will be reviewed by at least two teachers to determine whether a student made a serious attempt.

- **Word Count for research type of tasks:** 30% or less of the allocated word count is produced.

2. Below minimum standard

An assessment task will be reviewed by at least two teachers to determine whether a student has demonstrated minimum standard.

- Achieving a raw score between 10% and 20% is deemed insubstantial when 30% or less of written/short response marks have been reasonably attempted.
- Achieving less than 10% results in an automatic V grade for the assessment item. Also, attempts of only multiple-choice questions are considered insubstantial.
- Answering a complex maths problem without adequate evidence of working out is considered an insubstantial attempt.
- Applying a formula without a satisfactory demonstration of the underlying concepts or reasoning is considered insubstantial.

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- Meaningful working out must be demonstrated. Simply rewriting questions is not considered as reasonable.

3. Validation Tasks

Where a validation task is part of the assessment, students must score at least 20% of total available marks **AND** score greater than 20% on the validation component.

If the score on the validation is less than 40%, the take-home component will be investigated for academic integrity.

4. Communication, Support and Intervention

If a student submits work that may be considered insubstantial, teachers will:

- Take a supportive and educational approach.
- Provide feedback regarding what was missing.
- Advise the student of the decision to award a V grade at the time results are released.
- If a student submits work that may be considered an insubstantial attempt, teachers will provide feedback about what was missing.
- If a student is at risk of not meeting school-based requirements, a **V-grade warning letter** will be issued.
- The attempt will be recorded as "Insubstantial" in the markbook.
- The student will be referred to their **Student Engagement Advisor (EA)** for additional support.